



# GRADE 12 DIPLOMA EXAMINATION

English 33  
Part A: Written Response

January 1986

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**GRADE 12 DIPLOMA EXAMINATION  
ENGLISH 33**

**PART A: Written Response**

**GENERAL INSTRUCTIONS**

This examination consists of **THREE** sections. Read the **WHOLE** examination before you begin to write. Complete **ALL** sections.

**TOTAL TIME:** 2½ hours

Budget your time carefully.

The three sections of the test are as follows:

Page Number

Section I:	Personal Response to Literature Suggested time: 75 minutes (1¼ hours) Value: 50% of this examination	2
Section II:	Functional Writing Suggested time: 45 minutes (¾ hour) Value: 30% of this examination	11
Section III:	Response to Visual Communication Suggested time: 30 minutes (½ hour) Value: 20% of this examination	18

You may use a **DICTIONARY** and a **THESAURUS**.

Space is provided for **PLANNING AND DRAFTING** and for **REVISED WORK**.

Please write your revised work in blue or black ink.

**DO NOT WRITE YOUR NAME ANYWHERE  
IN THE TEST BOOKLET**

**JANUARY 1986**



## SECTION I: PERSONAL RESPONSE TO LITERATURE

Read the excerpt below and complete the assignment that follows.

### from THE KITE

*The novel, The Kite, focuses on Daddy Sherry, a man approaching his 111th birthday and a journalist, David Lang, who has been sent out for an extended time to do a feature article on him. The excerpt that follows is from the final pages of the novel. It is Daddy's birthday. Keith, a young boy, has just given Daddy a kite, and they have just launched the kite on its first flight.*

Keith turned and stood with eyes uplifted to the kite hanging almost straight over him. Even as he walked back to Daddy and David it gave no indication of sinking.

"Gimme your arm."

David helped Daddy as he lowered himself to the ground, leaned his back against the great rounded side of the rock imbedded in the earth there.

"Here you are, Daddy." Keith held out the stick to the old man.

For several moments the three sat silently on the grass, staring up to the kite. "Let out more string, Daddy," Keith said. "I only unwound a couple hundred feet of it."

Daddy released the pressure on his thumbs and the stick began to twirl. The kite sagged, began to fall. Daddy clamped down his thumbs; the kite took heart, soared upwards once more. Alternately the old man held and released the string thinning from the stick. Before half the string was out the kite had found the higher, stronger wind so that Daddy could unwind without stopping, the kite climbing persistently with no altitude loss whatever, yearning ever upwards, shrinking with distance till finally the stick was bare, the kite a high stamp pasted against the cloudless sky.

"That there," Daddy said, "outa all the birthdays I ever had — an' outa all the presents I ever got on 'em — is the nicest one of all. Thanks."

"Okay," Keith said.

"Look at her up there — hangin' steady — pullin' real strong on this string. . . ."

"I made it myself," Keith said, "mainly — Mr. Lang showed me how."

"I know — I know. She's a nice balanced kite — steady." He gave a long pull at the string. "See that —"

"What?" Keith said.

"Never even dodged." He pulled on the string again. "Strong — she's a strong one. Before we put her up again we got to take at least a foot off of that tail — then she'll be strong an' she'll be steady an' she'll be acrobatic too." He pulled on the string. "When I do that she oughta loop the loop an' she don't. Aaaaaah — she's a lovely kite — maybe not even a foot off — half a foot might do it. . . ."

W.O. Mitchell

## Section I: Personal Response to Literature Assignment

Everyone has given and received a variety of gifts in his or her lifetime. Gifts may be purchased or handmade by the giver; they may be expensive or inexpensive, practical or frivolous. Whatever their nature, however, gifts such as the kite given to Daddy Sherry are evidence of the fact that one person cares for another.

**WRITE ABOUT AN INCIDENT THAT FOCUSES ON THE GIVING OR RECEIVING OF A SPECIAL GIFT. THE INCIDENT YOU CHOOSE MAY BE FROM YOUR OWN EXPERIENCE OR FROM THE EXPERIENCE OF SOMEONE YOU KNOW OR HAVE READ ABOUT. DO NOT USE THE INCIDENT THAT YOU HAVE JUST READ FROM *THE KITE*.**

In your writing **BE SURE** to

- describe the incident
- examine the feelings and attitudes created by the incident
- explain how this incident has affected you

### Guidelines for Writing

Present your ideas in a **PROSE FORM** that will make your writing interesting. For example, you might wish to present your ideas in the form of a letter, a journal entry, or a conversation.

To develop your ideas you might wish to use description, definition, reason, examples, or any combination of these and other suitable methods.

## Section I: Personal Response to Literature

### PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 6 and 8.

## REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some minor discoloration or faint smudges, particularly near the top edge. The overall tone is off-white or light cream.



**Section I: Personal Response to Literature**

**PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on page 8.



## REVISED WORK

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

There is additional space for Revised Work on page 9.

**Section I: Personal Response to Literature**

**PLANNING AND DRAFTING**

## REVISED WORK

## This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



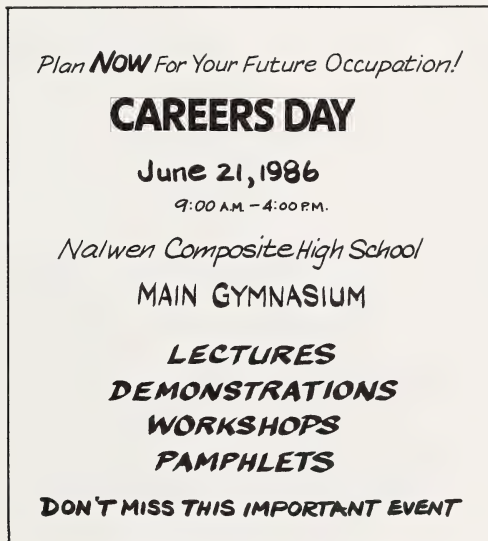
**GO ON TO SECTION II**

## SECTION II: FUNCTIONAL WRITING

Read the hypothetical situation described below and the assignment that follows.

### THE SITUATION

Your school is organizing a “Careers Day.” You have been given the task of inviting a speaker to your school to represent the career or occupation that most interests you. Posters such as the one below have been put up at various places throughout your school.



### THE ASSIGNMENT

IN THE SPACE PROVIDED, WRITE A LETTER INVITING YOUR SPEAKER TO NALWEN COMPOSITE HIGH SCHOOL.

BE SURE THAT YOUR LETTER

- demonstrates your interest in the career or occupation that your speaker will represent
- includes all of the information that your speaker will need to make his or her participation successful

Use an appropriate tone in your writing.

PLEASE NOTE: Correct letter format has been provided beginning on page 13. Please give your speaker a name. SIGN YOUR LETTER “Pat Jones.” DO NOT USE THE NAME OF YOUR OWN SCHOOL ANYWHERE IN YOUR WRITING.

## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on pages 14 and 16.



P.O. Box 203, Nalwen, Alberta. T5J 2R2

January 13, 1986

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.

nd 17.

## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on page 16.

## Section II: Functional Writing

## REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

There is additional space for Revised Work on page 17.



## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

## Section II: Functional Writing

## REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

### SECTION III: RESPONSE TO VISUAL COMMUNICATION

Examine the two selections that follow. Selection One is a single frame from the National Film Board of Canada's short animated film *The House That Jack Built*. Selection Two is a cartoon from *The New Yorker* magazine. Answer Question 1 on page 21 and Question 2 on page 23 in paragraph form.

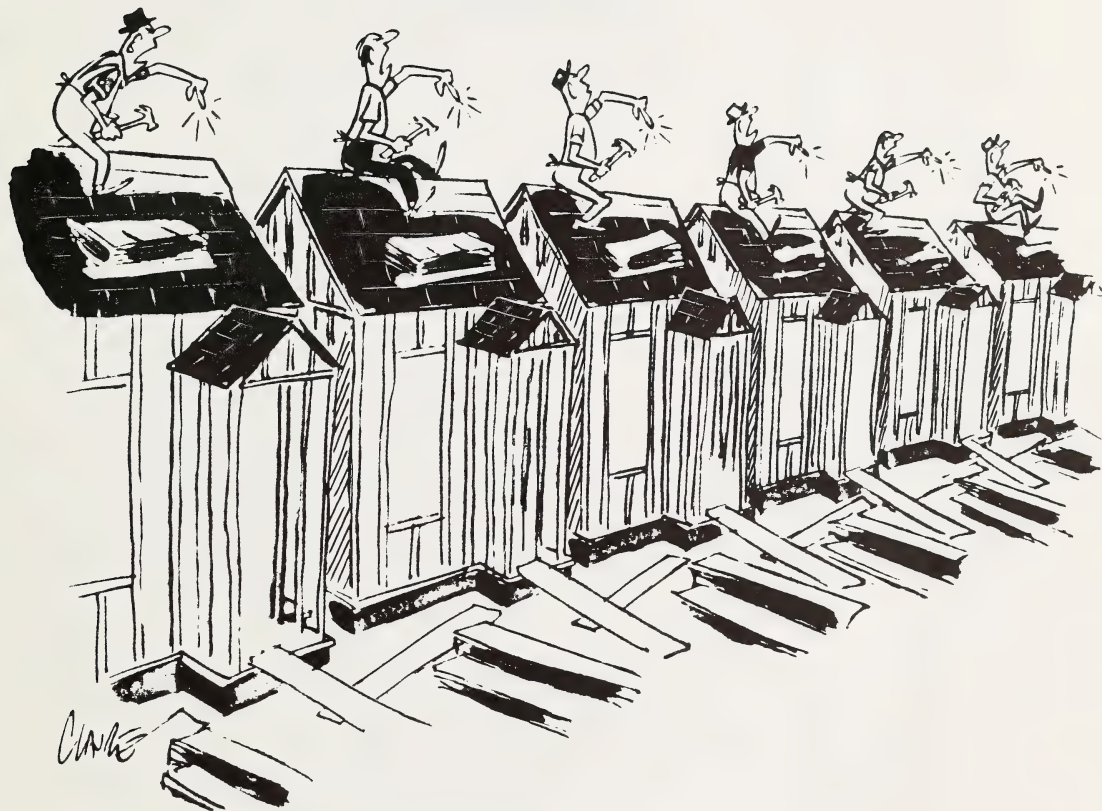
#### Selection One:





SECTION III: RESPONSE TO VISUAL COMMUNICATION

Selection Two:



### **Section III: Response to Visual Communication – Question 1**

#### **PLANNING AND DRAFTING**

### Section III: Response to Visual Communication – Question 1

1. Describe how you would feel if you were one of the characters in Selection One OR one of the characters in Selection Two. Support your answer with reasons that are consistent with the situation that is presented. Answer in paragraph form.

## REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.

**Section III: Response to Visual Communication – Question 2**

**PLANNING AND DRAFTING**

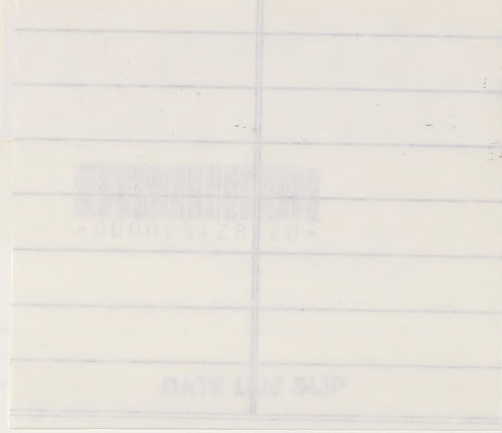
### Section III: Response to Visual Communication – Question 2

2. What is a main idea that is common to both Selection One AND Selection Two? Use details from the two selections to support your answer. Answer in paragraph form.

## REVISED WORK

[illegible]





### CREDITS

*The Kite* by W.O. Mitchell. Reprinted by permission of Macmillan of Canada, a Division of Canada Publishing Corporation.

From The National Film Board's short animation film *The House that Jack Built*.

Drawing by Claude; © 1960 The New Yorker Magazine, Inc.

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